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TEACHER SUPPLY AND DEMAND SURVEYS 1988

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NATIONAL CENTER FOR
EDUCATION INFORMATION

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INTRODUCTION

The debate about whether or not the nation faces a teacher shortage in the next few years continues in some circles, although everything that is happening points to there not being one.

The National Center for Education Information (NCEI) set out this summer to determine, not only if school districts were able to fill all their teacher vacancies, but also to find out who is applying for teaching jobs now -- who is getting hired -- who is not -- and reasons why.

NCEI conducted three separate surveys between June 28 - August 28, 1988, designed to answer those and other questions:

1.) State teacher education and certification offices in all 50 states and the District of Columbia were surveyed to determine who is applying for teaching certificates now, compared with five years ago; numbers of certificates being issued by type; and their status on alternatives to approved college teacher preparation programs for certifying teachers.

2.) 75 school districts -- including 14 of the 15 that enroll 100,000 or more students and 29 of the 64 that enroll between 50,000 and 99,000 students -- were asked 19 questions including numbers of vacancies for teaching positions, numbers of applicants, composition of applicant pools, numbers of teachers in each of the last two years, numbers of new hires, types of certificates held by new hires, trends in enrollments of students and teacher applicants, teacher attrition rates, beginning teacher salaries.

3.) Individuals who had responded to advertisements "Seeking Quality Teachers" placed by NCEI in the employment sections of an average of 10 Sunday newspapers, April 5 - May 3, 1987, were surveyed this summer to find out what their experiences have been, e.g., did they find teaching jobs?

NCEI mailed a 30-item questionnaire to 2,500 of these individuals July 20, 1988. A second mailing to those not heard from went out August 5. By August 28, 1,054 completed questionnaires were returned and 496 questionnaires were returned by the post office stamped "no forwarding order on file."

The results of these surveys, while not the last word on the topic, shed much new light on the subject of teacher supply and demand.

HIGHLIGHTS

Analyses of the data from the National Center for Education Information's surveys of states, school districts and individuals looking for teaching jobs provide some rather conclusive evidence about the changing nature of the teaching force in America, as well as whether or not there will be teacher shortages. Among the findings:

• There is no teacher shortage, and barring a dramatic turn of events, there will not be one in the foreseeable future. School districts report record numbers of applicants for available teaching positions. State departments of education report record numbers of applicants for teaching certificates. Individuals looking for teaching jobs say there is a glut of applicants and competition is fierce. Virtually all of the school districts surveyed by the National Center for Education Information, June 28-August 28, 1988, said they would be able to fill all of their vacancies for teaching positions this year. Eight school districts said they might not have all their teaching positions filled by the beginning of the school year, and two of these were in Texas, which has been hard hit by an economic slump. Seven districts mentioned special education and bilingual education as the only subject areas in which they have difficulty hiring enough teachers with the required specialized training.

• Teachers are not leaving the profession at nearly the rate predicted and many who left teaching are trying to get back in. School districts report that the numbers of teachers leaving is below what they expected. Both state departments of education and school districts say that the numbers of former teachers who are upgrading their credentials and applying for teaching jobs are rising. The average attrition rate for last year for the 55 school districts that reported these data is 5 percent. Earlier projections by the National Center for Education Statistics were based on a 6 percent attrition rate, with 3 percent due to retirements. Data from the American Federation of Teachers indicates 2.2 percent of teachers in 1986-87 retired -- down from 2.4 percent in 1985-86. AFT data also show that 53 percent of new teacher hires in 1987-88 were re-entering teachers -- up from 50 percent in 1986-87.

• Teaching is now attracting very diverse populations of people, not just recent graduates from college teacher education programs. Even though the numbers of new teacher graduates are rising again, the fact is new teacher graduates are comprising a smaller and smaller proportion of the teacher-applicant pool. School districts report that about 50-to-60 percent of their applicants for teaching positions are "recent college graduates," 10-to-20 percent are "former teachers trying to get back into teaching," 10-to-20 percent are "substitute or part-time teachers seeking full-time teaching positions," 2-to-5 percent from "mid-career changers seeking teaching jobs," and 2-to-5 percent from retirees wanting to become teachers.

• People applying -- and getting hired -- to teach today are older, highly educated, academically able and experienced. The average age of persons who responded to NCEI's advertisements "seeking quality teachers" in employment sections of Sunday newspapers a year ago is 38 years. More than half of them have a master's degree or beyond. Six percent have a doctorate. Their college grade point average is 3.32. About eight out of ten of them have some prior teaching experience. Sixty-three percent of them got hired to teach in 1987-88. School districts report that the caliber of people applying for teaching jobs is definitely on the rise.

• People looking for teaching jobs today are willing to teach in inner cities and rural areas -- referred to by some as "combat zones" and historically shied away from. School districts in large inner cities and in rural areas report they had plenty of applicant for their available teaching slots this year. Half (50 percent) of the individuals that contacted NCEI about finding a teaching job were willing to teach in rural areas and nearly half (46 percent) were willing to teach in inner cities. This comes at a time when much is being made of the plight of inner city schools and of the teachers who teach in them. A recent survey by the American Association of Colleges for Teacher Education shows that only 18 percent of current teacher education students want to teach in urban areas.

• Having a teaching certificate in hand seems to be the most important variable in whether or not one is hired to teach. The only significant difference between those who got hired to teach and those who didn't in the NCEI sample of teacher job seekers was certification to teach. Ninety-six percent of those who got hired full-time, compared with 76 percent who did not get hired to teach, already had a teaching certificate.

• There seems to be growing interest among minorities in becoming teachers. Public advertising seems to be reaching minority prospects. While 9 percent of the current teaching force is minority, 15 percent of the NCEI teacher job seekers were minority, and 17 percent of those who got hired full-time in 1987-88 were minority. In addition, a third of the people who have responded to television, radio, newspaper and magazine advertisements placed by Recruiting Young Teachers Inc., with the Ad Council, are minority, according to RYT's Rick Belding, Princeton, New Jersey. It is noteworthy that 32 of the 76 school districts surveyed by NCEI this summer reported that the numbers of minorities applying for teaching positions were decreasing. Seventeen of these districts also reported their minority student enrollments were increasing. The discrepancy between NCEI's teacher job seekers and those applying directly to school districts may lie in the fact that school districts recruit heavily on college campuses for their new teachers. The proportion of current teacher education students who are minorities is 11 only percent.

• A glut of applicants for too few positions and cumbersome bureaucratic red tape top the list of reasons given by those who did not get hired to teach. The reason given most frequently by those in the NCEI sample who applied for a teaching job but did not get hired for why they felt they didn't was that there were too many applicants for available positions or there were no vacancies where they wanted to teach. The reason given most often by those who did not even apply was that the system was too cumbersome; it was too hard

to find out where the available jobs were or what the requirements for becoming a teacher were.

• There will not likely be a shortage of teachers in the United States in the foreseeable future. The population of the United States is very different now than when the nation faced a real shortage of teachers in the sixties. There are far more educated adults per child, and increasing numbers of these adults are expressing interest in teaching the nation's youth. The days of having to rely exclusively on young people coming out of college teacher education programs to fill the demand for new teachers seem to be over. Approximately half the people applying for teaching positions today are from new markets. Former teachers are trying to get back in. People who trained to teach during the period when enrollments fell 15 percent between 1970 and 1983 and couldn't find jobs then are looking now. People in other careers and retirees are expressing interest in teaching.

This nation has probably never been in a better position to fill all its teaching positions with highly qualified adults eager to teach.

IS THERE A TEACHER SHORTAGE?

For all practical purposes, nationally, there is no teacher shortage. School districts report record numbers of applicants for teaching positions. State departments of education report record numbers of applicants for teaching certificates. Individuals looking for teaching positions say there is a glut of applicants and competition is fierce.

Virtually all of the school districts surveyed by the National Center for Education Information, June 28-August 28, 1988, said they would be able to fill all of their vacancies for teaching positions this year. Eight school districts said they might not have all their teaching positions filled by the beginning of the school year, and two of these were in Texas, which has been hard hit by an economic slump -- Buffalo City P.S. (N.Y.), Wake County Schools (N.C.), Memphis City S.D. (Tenn.), Dallas I.S.D. (Texas), El Paso I.S.D. (Texas), Mediapolis S.D. (Iowa), Willow Creek S.D. #15 (Mont.), Medicine Valley S.D. (Neb.). Seven districts mentioned special education and bilingual education as the only subject areas in which they have difficulty hiring enough teachers with the required specialized training.

School districts traditionally get their new teachers by recruiting directly on the campuses of colleges and universities that train teachers and are geographically close by. More recently, school districts have been holding job fairs which anyone seeking a teaching job can attend if one knows about it. Some school districts advertise in newspapers and a few may turn to teacher recruitment and placement agencies.

No national clearinghouse for teaching jobs exists, and until recently, no national advertising for teachers was done. NCEI's modest advertisements in employment sections of 10 Sunday newspapers for five weeks from April 5 to May 3, 1987 generated approximately 4,000 inquiries. On a much larger scale, recent advertisements in television, radio, newspapers and magazines by Recruiting Young Teachers, Inc., with the Ad Council, generated 90,000 inquiries from April to August, 1988.

People from all ages and walks of life are expressing interest in teaching. For example, NCEI's age range of respondents is from 20 to 83 years. RYT's range from 8 to 71 years old.

Both state departments of education and school districts report that the numbers of persons applying for teaching certificates and for teaching jobs -- who are former teachers trying to get back into teaching, mid-career changers, liberal arts graduates trying to get into teaching -- retirees and substitutes trying to become full-time teachers, are noticeably up and constitute about half of all applicants.

School districts report further that approximately six out of ten of their applicants for the 1988-89 school year were new applicants and that only about half of their applicants are recent teacher education college graduates.

While the number of graduates from colleges and universities newly qualified to teach is rising, the number of adults, who got their education earlier, have been doing things other than teaching, and who are now applying for teaching jobs, is rising even faster. Twenty-two states report that there are now more persons applying for teaching certificates, who are recent college graduates from an institution within their states, than there were five years ago. The number of states reporting they have more applicants for teaching certificates from "former teachers trying to update their credentials and get back into teaching," from "liberal arts graduates trying to become teachers," and from "mid-career changers trying to become teachers" are 25, 24 and 26, respectively.

It should be noted that, while the total teaching force in this country has been growing steadily -- even during the period of a 15 percent enrollment decline (from 1970 to 1983) -- the number of new hires is falling, and consequently, the proportion beginning teachers (whether brand-new to teaching or former teachers coming back) is diminishing. The biggest reason for this is that attrition rates for teachers are lower than had been predicted earlier. Teachers aren't leaving for any reasons -- including retirement -- in nearly the numbers that had been projected.

The National Center for Education Statistics' teacher supply and demand projections that caused such a stir a few years ago -- by projecting such things as the supply of new teacher graduates in 1992 would be only two-thirds of demand -- were based, in part, on a six percent teacher attrition rate, with retirements accounting for about three percent of it. Predictors of the pending teacher shortage said it would be even higher than that, due to people leaving teaching because of their unhappiness in the job, the fact that the teaching force was "aging", and a rise in retirement rates.

There is scant data anywhere to support rising teacher attrition rates. On the contrary, all indications are that teacher attrition rates are falling. With the exception of some school districts that have implemented new programs designed to reward competent teachers and weed out the incompetent (causing some teachers to leave on their own), school districts report that the numbers of teachers leaving are below what they expected, and, therefore, the demand for new teachers is not as great as they had anticipated.

The average attrition rate for the last year (number of teachers not returning in fall 1988 who were employed full-time in 1987-88 divided by the total number of teachers employed in 1987-88) for the 55 school districts that had these data was five percent.

A recent survey of states conducted by the American Federation of Teachers indicates 2.2 percent of teachers in 1986-87 retired -- down from 2.4 percent in 1985-86.

New Hires

The NCEI survey of school districts during summer 1988 showed that new hires represented 6.3 percent of all teachers hired in 1987-88. Of the 65 districts reporting these data for both 1987-88 and fall 1988, 36 said they would be hiring fewer new teachers in 1988-89 than they did in 1987-88; 14 reported no change; and 15 said they would be hiring more new teachers this year than they did last year. Eight of the 15 districts who said they would be hiring more new teachers this year than last, employ fewer than 100 teachers total, and their addition of new teachers is 1 to 3 teachers.

Data from the American Federation of Teachers' recent survey of states show that the proportion of new hires in 1987-88 who were re-entering teachers was 53 percent -- up from 50 percent the year before (AFT 1988 Teacher Salary Survey).

The AFT data also show that new hires entering teaching for the first time (for the states reporting) comprised 3.1 percent of all classroom teachers in 1987-88 -- down from 3.4 percent in 1986-87. Experienced teachers re-entering teaching made up 3.5 percent of all teachers in both 1986-87 and 1987-88. Among states reporting data for both 1986-87 and 1987-88 in the AFT survey, 10 states indicated they hired fewer new teachers in 1987-88 than in 1986-87; 4 reported no change; and 13 reported hiring more new teachers last year than the year before.

TABLE 1. TEACHERS EMPLOYED AND NEW HIRES BY SCHOOL DISTRICTS

	No. Full-time Teachers			No. New Hires			New Hires	
	Employed 1987-88	Expected 1988-89	Difference	Employed 1987-88	Expected 1988-89	Difference	as % of Total 1987-88	1988-89
LARGE DISTRICTS (Employ 500 or more teachers)								
Mobile County P.S. (Alabama)	3,400	~3,400	0	~200	~200	0	5.9	5.9
Mesa Unified S.D. (Arizona)	3,100	3,100+	0	200	200+	0	6.4	6.4
Tucson Unified S.D. #1 (Arizona)	3,050	3,050	0	120	<50	-70	3.9	1.6
Los Angeles U.S.D. (California)	29,000	29,000	0	1,800	1,200	-600	6.2	4.8
San Diego S.D. (California)	6,000	6,000+	0	N/A	200	N/A	N/A	3.3
Denver S.D. (Colorado)	3,900	3,900	0	300	200	-100	7.7	5.1
Jefferson County S.D. (Colorado)	4,200	4,200	0	100	144	+44	2.4	3.4
D.C. Public Schools (Washington, D.C.)	5,000	5,000	0	503	225	-278	10.0	4.5
Broward County S.D. (Florida)	8,600	8,600	0	1,100	1,100	0	12.8	12.8
Dade County S.D. (Florida)	16,000	16,000+	0	N/A	~1,500	N/A	9.4	N/A
Duval County S.D. (Florida)	5,800	5,900	+100	676	750	+74	11.6	12.3
Hillsborough S.D. (Florida)	7,600	7,600	0	N/A	550	N/A	N/A	7.6
Orange County P.S. (Florida)	5,750	5,900	+150	580	690	+110	10.1	11.7
Pinellas County S.D. (Florida)	5,747	5,800	+53	336	230	-106	5.8	3.9
Polk County S.D. (Florida)	3,500	3,500	0	150	N/A	N/A	7.1	N/A
Gwinnett County S.D. (Georgia)	4,700	4,800	+100	100	100	0	2.1	2.1
Chicago S.D. (Illinois)	24,000	24,000	0	740	N/A	N/A	3.1	N/A
Jefferson County S.D. (Kentucky)	5,400	5,400	0	350	175	-175	6.5	3.2
New Orleans S.D. (Louisiana)	4,500	4,500	0	200	200	0	4.4	4.4
Anne Arundel Bd. of Ed. (Maryland)	3,900	3,900	0	300	250	-50	7.7	6.4
Baltimore City P.S. (Maryland)	6,500	6,500	0	350	300	-50	5.5	4.6
Charles County P.S. (Maryland)	1,075	1,084	+9	N/A	N/A	N/A	N/A	N/A
Howard County S.Bd. (Maryland)	1,050	1,050	0	N/A	N/A	N/A	N/A	N/A
Montgomery County S.D. (Maryland)	6,670	6,670+	0	386	400	+14	5.8	6.0
Prince George's Cty S.D. (Maryland)	6,100	6,100+	0	525	500	-25	8.6	8.2

	No. Full-time Teachers			No. New Hires			New Hires	
	Employed 1987-88	Expected 1988-89	Difference	Employed 1987-88	Expected 1988-89	Difference	as % of Total 1987-88	1988-89
Boston Public Schools (Massachusetts)	4,486	4,486	0	356	356	0	7.9	7.9
Detroit Public S.D. (Michigan)	9,000	9,000	0	250	60	-190	2.8	0.7
St. Louis P.S. (Missouri)	3,050	3,000	-50	100	100	0	3.3	3.3
Clark County S.D. (Nevada)	5,272	5,300	+28	607	550	-57	11.5	10.4
Buffalo City P.S. (New York)	3,700	3,700	0	400	350	-50	10.8	9.4
Albuquerque S.D. (New Mexico)	4,800	4,920	+120	300	300	0	6.2	6.1
Wake County Schools (North Carolina)	3,543	3,600	+57	600	550	-50	16.9	15.3
Columbus City S.D. (Ohio)	4,400	4,400	0	400	175	-225	9.1	4.0
Philadelphia City S.D. (Pennsylvania)	12,000	12,000	0	550	200	-350	4.6	1.7
Cumberland S.D. (South Carolina)	2,400	2,400	0	350	350	0	14.6	14.6
Memphis City S.D. (Tennessee)	6,000	6,000	0	500	500	0	8.3	8.3
Austin I.S.D. (Texas)	3,000	3,300	+300	400	300	-100	13.3	9.1
Dallas I.S.D. (Texas)	7,000	7,000	0	1,000	900	-100	14.3	12.8
El Paso I.S.D. (Texas)	N/A	N/A	—	432	318	-114	—	—
Houston I.S.D. (Texas)	11,000	11,300	+300	300	300	0	2.7	2.6
Fort Worth I.S.D. (Texas)	3,500	3,500+	0	425	425	0	12.1	12.1
Jordan S.D. (Utah)	2,466	2,439	-27	376	125	-251	15.2	5.1
Fairfax County S.D. (Virginia)	8,227	8,000+	-227	523	470	-53	6.4	5.9
MEDIUM SCHOOL DISTRICTS (Employ 125-499 teachers)								
Regional District #1 (Connecticut)	N/A	210	N/A	30	25	-5	N/A	14.3
Barrow County S.D. (Georgia)	310	316	+6	12	8	-4	3.9	2.5
Pekin Community H.S. (Illinois)	151	148	-3	2	4	+2	1.3	2.7
SAD #15 (Maine)	126	130	+4	3	4	+1	2.4	3.0
Chippewa Valley S.D. (Michigan)	449	455	+6	49	6	-43	10.9	1.3
Vicksburg C.S. (Michigan)	133	134	+1	14	8	-6	10.5	6.0
Saratoga Springs C.S.D. (New York)	458	465	+7	30	15	-15	6.5	3.2

	No. Full-time Teachers			No. New Hires			New Hires	
	Employed 1987-88	Expected 1988-89	Difference	Employed 1987-88	Expected 1988-89	Difference	as % of Total 1987-88	1988-89
Mineola Union Free S.D. (New York)	225	228	+3	12	3	-9	5.3	1.3
Jamestown P.S. (North Dakota)	223	225	+2	3	3	0	1.3	1.3
Bellevue City S.D. (Ohio)	130	131	+1	12	7	-5	9.2	5.3
Colonial S.D. (Pennsylvania)	267	264	-3	2	N/A	N/A	0.7	N/A
Scott County S.D. (Tennessee)	173	173	0	2	N/A	N/A	1.2	N/A
Howard-Suamico S.D. (Wisconsin)	168	170	+2	1	3	+2	0.6	1.8
SMALL SCHOOL DISTRICTS (Employ 1-124 teachers)								
Crowley County Rel-J S.D. (Colorado)	44	44	0	7	3	-4	16.0	6.8
Beecher 200-U.S.D. (Illinois)	45	43	-2	1	0	-1	2.2	0.0
Central I.S.D. (Illinois)	98	98	0	13	15	+2	13.3	15.3
Pearl City C.U.D. #200 (Illinois)	35	35	0	8	6	-2	23.0	17.0
South Fork S.D. #14 (Illinois)	48	48	0	3	2	-1	6.2	4.2
Lenox Community S.D. (Iowa)	34	36	-2	1	N/A	N/A	2.9	N/A
Mediapolis S.D. (Iowa)	57	57	0	2	2	0	3.5	3.5
Jackson S.D. (Minnesota)	73	71	-2	5	4	-1	6.8	5.6
Lancaster District #356 (Minnesota)	18	18	0	0	1	+1	0.0	5.5
Kingston #42 S.D. (Missouri)	5	5	0	0	3	+3	0.0	60.0
Pike County R-III S.D. (Missouri)	50	50	0	9	3	-6	18.0	6.0
Willow Creek S.D. #15 (Montana)	10	10	0	4	0	-4	40.0	0.0
Medicine Valley S.D. (Nebraska)	31	30	-1	0	4	+4	0.0	13.3
Northern Valley R.S.D. (New Jersey)	12	10	-2	6	2	-4	50.0	20.0
Cory-Rawson Local S.D. (Ohio)	46	46	0	1	4	+3	2.2	8.6
Genoa Area Local S.D. (Ohio)	99	100	+1	2	4	+2	2.0	4.0
Petersburg School/Musco Cty (Oregon)	7	7	0	2	1	-1	28.6	13.3
Reynolds S.D. (Pennsylvania)	102	102	0	0	1	+1	0.0	0.9
Wonevot Center Schools (Wisconsin)	32	32	0	2	3	+1	6.2	9.4

	Beginning Teacher Salary	Student Enrollment Increasing(I) Staying Same(S), Decreasing(D)	# Applicants for Teaching Positions I, S, D	Minority Student Enrollment I, S, D	Minority Teacher Applicants I, S, D
Average \$18,724					
LARGE DISTRICTS (Employ 500 or more teachers)					
Mobile County P.S. (Alabama)	\$16,884	D	S	N/A	D
Mesa Unified S.D. (Arizona)	21,372	I	D	S	D
Tucson Unified S.D. #1 (Arizona)	19,640	S	I	S	S
Los Angeles U.S.D. (California)	--	D	D	I	D
San Diego S.D. (California)	21,000	S	I	S	I
Denver S.D. (Colorado)	17,392	S	S	I	D
Jefferson County S.D. (Colorado)	17,674	D	I	S	D
D.C. Public Schools (Washington, D.C.)	20,263	S	I	S	N/A
Broward County S.D. (Florida)	22,150	I	S	I	D
Dade County S.D. (Florida)	21,250	I	I	I	D
Duval County S.D. (Florida)	18,000	I	I	D	D
Hillsborough S.D. (Florida)	18,000	I	I	I	D
Orange County P.S. (Florida)	19,001	I	I	S	S
Pinellas County S.D. (Florida)	--	I/S S/E	I/S S/E	I/S S/E	S/E D/S
Polk County S.D. (Florida)	19,000	I	S	S	D
Gwinnett County S.D. (Georgia)	23,000	D	S	I	D
Chicago S.D. (Illinois)	17,843	S	D	I	I
Jefferson County S.D. (Kentucky)	17,200	I	I	I	D
New Orleans S.D. (Louisiana)	16,000	S	I	I	D
Anne Arundel Bd. of Ed. (Maryland)	20,492	S	S	S	D
Baltimore City P.S. (Maryland)	18,000	D	I	I	D
Charles County P.S. (Maryland)	20,782	I	I	D	D
Howard County S.Bd. (Maryland)	22,310	I	I	S	D
Montgomery County S.D. (Maryland)	23,760	I	S	I	S
Prince George's Cty S.D. (Maryland)	21,591	I	I	I	S

	Beginning Teacher Salary	Student Enrollment Increasing(I) Staying Same(S), Decreasing(D)	# Applicants for Teaching Positions I, S, D	Minority Student Enrollment I, S, D	Minority Teacher Applicants I, S, D
Boston Public Schools (Massachusetts)	24,031	D	I	I	I
Detroit Public S.D. (Michigan)	21,261	D	S	S	D
St. Louis P.S. (Missouri)	—	D	S	S	S
Clark County S.D. (Nevada)	18,409	I	I	I	I
Buffalo City P.S. (New York)	17,891	I	S	S	D
Albuquerque S.D. (New Mexico)	17,200	I	I	I	D
Wake County Schools (North Carolina)	19,290	I	I	S	I
Columbus City S.D. (Ohio)	20,600	I	I	I	S
Philadelphia City S.D. (Pennsylvania)	18,697	S	D	S	S
Cumberland S.D. (South Carolina)	--	I	I	S	S
Memphis City S.D. (Tennessee)	20,000	S	D	I	D
Austin I.S.D. (Texas)	19,450	I	D	I	D
Dallas I.S.D. (Texas)	20,200	I	S	I	D
El Paso I.S.D. (Texas)	18,300	S	S	S	S
Fort Worth I.S.D. (Texas)	19,100	I	I	I	D
Houston I.S.D. (Texas)	20,000	S	S	I	D
Jordan S.D. (Utah)	15,216	I	I	S	I
Fairfax County S.D. (Virginia)	23,100	I	I	S	D
MEDIUM SCHOOL DISTRICTS (Employ 125-499 teachers)					
Regional District #1 (Connecticut)	23,074	I	I	S	S
Barrow County S.D. (Georgia)	18,300	I	I	D	D
Pekin Community H.S. SAD #15	18,150 16,000	D I	S D	S I	S S
(Maine)					
Chippewa Valley S.D. (Michigan)	--	N/A	N/A	N/A	N/A
Vicksburg C.S. (Michigan)	17,969	S	I	S	S
Saratoga Springs C.S.D. (New York)	25,000	I	I	S	S

	Beginning Teacher Salary	Student Enrollment Increasing(I) Staying Same(S), Decreasing(D)	# Applicants for Teaching Positions I, S, D	Minority Student Enrollment I, S, D	Minority Teacher Applicants I, S, D
Mineola Union Free S.D. (New York)	--	N/A	N/A	N/A	N/A
Jamestown P.S. (North Dakota)	15,525	I	I	S	S
Bellevue City S.D. (Ohio)	16,300	S	S	S	S
Colonial S.D. (Pennsylvania)	21,024	S	I	S	S
Scott County S.D. (Tennessee)	16,943	S	S	N/A	N/A
Howard-Suamico S.D. (Wisconsin)	18,460	I	S	S	S
SMALL SCHOOL DISTRICTS (Employ 1-124 teachers)					
Crowley County Rel-J S.D. (Colorado)	17,000	I	D	S	S
Beecher 200-U.S.D. (Illinois)	17,200	D	D	I	S
Central I.S.D. (Illinois)	15,260	D	S	S	S
Pearl City C.U.D. #200 (Illinois)	15,400	D	S	S	S
South Fork S.D. #14 (Illinois)	14,000	D	S	S	S
Lenox Community S.D. (Iowa)	14,150	S	S	S	S
Mediapolis S.D. (Iowa)	18,000	I	N/A	S	S
Jackson S.D. (Minnesota)	19,800	D	S	I	S
Lancaster District #356 (Minnesota)	19,000	S	S	S	S
Kingston #42 S.D. (Missouri)	17,000	S	S	N/A	N/A
Pike County R-III S.D. (Missouri)	18,400	S	D	S	S
Willow Creek S.D. #15 (Montana)	14,000	S	S	S	S
Medicine Valley S.D. (Nebraska)	14,420	D	I	S	S
Northern Valley R.S.D. (New Jersey)	24,707	D	S	I	I
Cory-Rawson Local S.D. (Ohio)	15,500	S	S	S	S
Genoa Area Local S.D. (Ohio)	15,850	D	S	S	S
Petersburg School/Wasco Cty (Oregon)	17,150	S	D	S	N/A
Reynolds S.D. (Pennsylvania)	16,000	D	I	S	S
Wonevot Center Schools (Wisconsin)	17,000	D	I	S	I

TABLE 2. TRENDS IN APPLICANTS FOR TEACHING CERTIFICATES

IS YOUR STATE RECEIVING MORE, ABOUT THE SAME, OR FEWER APPLICANTS FOR TEACHING CERTIFICATES FROM EACH OF THE FOLLOWING GROUPS, COMPARED WITH FIVE YEARS AGO?

	Recent Grads Within State	Recent Grads Out-of-State	Former Teachers	Teachers Moving From Other States	Upgrading Certificates	Liberal Arts Grads	Mid-Career Changers	Retirees	Substitutes Becoming Regulars
Alabama	More	N/A	N/A	N/A	More	More	More	N/A	N/A
Alaska	More	More	Same	Same	Same	More	More	More	Same
Arizona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arkansas	Same	Same	Same	More	Same	More	More	Same	Same
California	More	N/A	More	More	N/A	More	More	N/A	N/A
Colorado	Fewer	Same	More	More	Same	Same	More	Same	Same
Connecticut	Same	More	More	More	More	More	More	N/A	More
Delaware	Same	Same	More	More	More	More	More	Same	Same
District of Columbia	More	More	Same	More	Same	More	More	Same	More
Florida	More	More	More	More	More	Same	Same	Same	Same
Georgia	Fewer	Same	Same	More	Same	More	More	Same	Same
Hawaii	More	Same	More	N/A	N/A	N/A	N/A	N/A	N/A
Idaho	More	Same	More	Same	More	N/A	N/A	N/A	N/A
Illinois	More	Same	More	Same	N/A	Fewer	N/A	Same	Same
Indiana	More	More	More	More	More	More	Same	Same	Same
Iowa	Same	Same	More	Same	More	Same	Same	N/A	N/A
Kansas	More	Same	More	Same	More	More	More	More	More
Kentucky	Same	Same	Same	Same	Same	Same	Same	Same	Same
Louisiana	More	Fewer	Same	Fewer	Same	More	More	Same	Same
Maine	Same	Same	More	Same	More	More	More	More	Same
Maryland	More	Same	More	Same	Same	More	More	Same	N/A
Massachusetts	N/A	N/A	N/A	N/A	Same	Same	N/A	N/A	N/A
Michigan	More	Same	More	More	Same	Same	Same	Same	More
Minnesota	More	More	Same	Same	More	N/A	N/A	N/A	N/A
Mississippi	Fewer	Same	More	Same	Same	More	More	Same	Same

Recent Grads Within State Recent Grads Out-of-State Former Teachers From Other States Moving Teachers Certificates Upgrading Grads Liberal Arts Mid-Career Changers Retirees Becoming Regulars Substitutes

Missouri	Fewer	Same	Same	More	More	More	Same	More	More	Same	Same
Montana	Same	Same	More	Same	Same	Same	More	More	More	Same	Same
Nebraska	More	Fewer	Same	N/A	N/A	N/A	More	More	More	N/A	N/A
Nevada	More	More	Same	More	More	More	Same	Same	Same	Same	Same
New Hampshire	Same	More	Same	More	More	More	More	More	More	Fewer	Same
New Jersey	Same	More	Same	More	More	More	More	More	More	More	More
New Mexico	More	More	Same	More	More	More	Same	Same	Same	Same	Same
New York	Same	Same	More	Same	Same	Same	More	Same	Same	Same	Same
North Carolina	Same	More	More	More	More	More	More	More	More	Same	Same
North Dakota	More	Same	More	More	More	More	Fewer	Same	Same	Fewer	Same
Ohio	Same	Same	More	Same	Same	Same	More	More	Same	Same	Same
Oklahoma	Same	More	More	Same	Same	Same	More	More	Fewer	Same	Same
Oregon	More	More	Same	Same	Same	Same	Same	Same	More	More	More
Pennsylvania	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Rhode Island	Same	Same	More	More	More	More	More	More	More	More	More
South Carolina	More	Fewer	More	Fewer	Fewer	Fewer	More	More	More	Same	Same
South Dakota	Same	Same	Same	Same	Same	Same	Same	N/A	N/A	N/A	N/A
Tennessee	Same	More	More	More	More	More	Same	Same	Same	Same	Same
Texas	Fewer	Fewer	Same	Fewer	Fewer	Fewer	More	More	More	Same	Same
Utah	Same	More	Same	More	More	More	Same	Fewer	Fewer	Fewer	Fewer
Vermont	Same	Same	Same	Same	Same	Same	Same	Same	Same	N/A	N/A
Virginia	Same	More	More	More	More	More	More	More	More	More	More
Washington	More	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
West Virginia	Fewer	Same	Same	Fewer	Fewer	Fewer	Same	Same	More	More	Same
Wisconsin	More	Same	More	Same	Same	Same	More	Same	Same	Same	Same
Wyoming	Same	Same	More	Same	Same	Same	More	More	More	Same	Same

TOTALS	6 F	4 F	0 F	4 F	1 F	3 F	2 F	4 F	1 F	1 F
	22 M	16 M	27 M	21 M	22 M	26 M	28 M	10 M	22 M	9 M
	21 S	27 S	21 S	21 S	24 S	17 S	14 S	25 S	24 S	29 S
	2 N/A	4 N/A	3 N/A	5 N/A	4 N/A	5 N/A	7 N/A	12 N/A	4 N/A	12 N/A

TABLE 3.

NEW HIRES ENTERING TEACHING FOR THE FIRST TIME FOR STATES REPORTING DATA

	Beginning Teachers			Percent of Classroom Teachers	
	Percent				
	1986-87	1987-88	Change	1986-87	1987-88

Arkansas	1,215	1,395	14.8%	4.9%	5.6%
California	8,730	9,000 a	3.1%	4.6%	4.6%
Connecticut	543	371	-31.7%	1.4%	1.0%
Delaware	134	na		2.3%	
D.C.	312	258 a	-17.3%	5.2%	4.1%
Florida	5,129	5,233	2.0%	5.6%	5.5%
Hawaii	549	na		6.0%	
Idaho	459	519	13.1%	4.5%	5.1%
Illinois	2,883	2,641	-8.4%	2.8%	2.5%
Indiana	999	962	-3.7%	1.9%	1.8%
Iowa	620	577	-6.9%	2.1%	1.9%
Kansas	890	503	-43.5%	3.3%	1.8%
Kentucky	1,317	1,297	-1.5%	3.8%	3.6%
Louisiana	1,433	1,718	19.9%	3.4%	4.1%
Maine	517	558	7.9%	3.9%	4.1%
Maryland	1,071	1,127 a	5.2%	2.7%	2.8%
Minnesota	1,506	1,630	8.2%	3.6%	3.9%
Mississippi	681	na		2.6%	
Missouri	2,012	2,066	2.7%	4.1%	4.2%
Nebraska	710	767	1.1%	4.1%	4.5%
New Jersey	978	905 a	-7.5%	1.3%	1.2%
New York	4,735	5,100 a	7.7%	2.8%	2.9%
North Dakota	164	185	12.8%	2.1%	2.4%
Ohio	2,518	2,613	3.8%	2.5%	2.6%
Oklahoma	2,256	na		5.7%	
Oregon	910	850	-6.6%	3.4%	3.2%
Pennsylvania	1,900 a	1,900 a	0.0%	1.8%	1.8%
South Dakota	334	419	25.4%	4.2%	5.0%
Tennessee	1,688	1,524	-9.7%	3.5%	3.1%
Texas	9,867	na		5.3%	
Virginia	940 a	847	-9.9%	1.5%	1.3%
Washington	793	831	4.8%	2.1%	2.2%
West Virginia	1,029	767	-25.5%	4.5%	3.4%
Wisconsin	1,563	1,584	1.3%	3.3%	3.3%
Unweighted Average				3.4%	3.1%

a=estimated or preliminary

TABLE 4.

EXPERIENCED TEACHERS REENTERING TEACHING FOR STATES REPORTING DATA

	Reentering Teachers			Percent of Classroom Teachers		Percent of New Hires*	
	1986-87	1987-88	Percent Increase	1986-87	1987-88	1986-87	1987-88

Arkansas	656	663	1.1%	2.6%	2.6%	35.1%	32.2%
Connecticut	1,575 i	1,472 i	-6.5%	4.2%	3.8%	51.2%	52.4%
Delaware	196	na		3.4%		59.4%	
D.C.	250	na		4.2%		44.5%	
Hawaii	101	na		1.1%		15.5%	
Illinois	4,589	3,589	-21.8%	4.4%	3.4%	61.4%	57.6%
Indiana	1,367 i	873 i	-36.1%	2.6%	1.6%	57.8%	47.6%
Kansas	na	423			1.6%		45.7%
Kentucky	1,540	1,986	29.0%	4.5%	5.6%	53.9%	60.5%
Maryland	1,651	1,983 a	20.1%	4.2%	4.9%	60.7%	63.8%
Minnesota	1,039	967	-6.9%	2.5%	2.3%	40.8%	37.2%
Missouri	2,671	2,363	-11.5%	5.5%	4.8%	57.0%	53.4%
New Jersey	3,158	3,026 a	-4.2%	6.4%	6.1%	76.4%	77.0%
New York	11,796	11,945 a	1.3%	6.9%	6.8%	71.4%	70.1%
North Dakota	176	464	163.6%	0.3%	0.8%	51.8%	71.5%
Ohio	4,480	4,194	-6.4%	4.5%	4.2%	64.0%	61.6%
Oregon	1,221 h	1,179 h	-3.4%	4.6%	4.4%	57.3%	58.1%
South Dakota	309	342	10.7%	3.9%	4.1%	48.1%	44.9%
Washington	823 i	814 i	-1.1%	2.2%	2.1%	50.9%	49.5%
West Virginia	285	123	-56.8%	1.2%	0.5%	21.7%	13.8%
Wisconsin	346	na		0.7%		18.1%	
Unweighted Average			4.4%	3.5%	3.5%	49.8%	52.8%

a=preliminary or estimate.

h=includes transfers from other districts

i=transfers from private schools, out of state and other districts not included.

WHO IS APPLYING FOR TEACHING JOBS?

Teaching is attracting very diverse populations of people now. The days of counting new teacher college graduates and looking at SAT (Scholastic Aptitude Test) scores to ascertain the quality of incoming teachers, as well as how many are in the pipeline, are becoming increasingly meaningless.

Even though the numbers of new teacher graduates themselves are rising again, the fact is that new teacher graduates are comprising a smaller and smaller proportion of the teacher-applicant pool. Data from state departments of education that issue teaching credentials, school districts that hire teachers and individuals seeking teaching jobs show that -- in increasing numbers -- former teachers, and people who trained to teach during the period of declining enrollments and surpluses of teachers, are trying to get back in, people in other careers and early retirees are applying for teaching jobs, and substitute teachers are trying to become full-time teachers.

School District Data

School districts surveyed by NCEI this summer reported that an average of 57 percent of their applicants for teaching positions in fall 1988 were "recent college graduates fully certified to teach". (The range was from 25 percent in one district to 90 percent in another with most citing 50 to 60 percent).

The next largest pools of applicants were "former teachers trying to get back into teaching" and "substitute or part-time teachers seeking full-time teaching positions" (10-to-20 percent from each group), followed by "mid-career changers seeking teaching jobs" and "retirees seeking teaching jobs" (2-to-5 percent from each of these groups).

State Data

State offices responsible for issuing teaching certificates report they are receiving more applications for certificates to teach from groups of people other than "recent graduates from approved teacher education programs" than they were five years ago. While 22 states report they are getting more applicants for teaching credentials from recent teacher graduates, 28 report they are receiving more from mid-career changers, 27 report more from former teachers and 26 say they are receiving more applications for teaching certificates from liberal arts graduates trying to become teachers.

The number of states that say they are receiving fewer applicants for teaching certificates from any groups is very small. Six states report they received fewer applicants from recent teacher graduates last year than they did five years ago. No states report the number of applicants was fewer from

former teachers trying to upgrade their credentials and get back into teaching.

Data from Individuals Trying to Find Teaching Jobs

The profile of persons who inquired about finding a teaching job through NCEI in spring 1987 supports fully what states and school districts are reporting about who is applying for teaching jobs now.

The average age of teacher job seekers in the NCEI sample is 38 years. More than half of them have a master's degree or beyond. Six percent have doctorates. Their grade point average is 3.32. About 80 percent of them say they have some prior teaching experience. Sixty percent already have a regular teaching certificate and an additional 26 percent have some other type of teaching certificate. Only 14 percent say they have "none". (NOTE: As I said in an earlier report, "Teacher certification is a mess in this country." It still is. There are numerous types of teaching certificates, and the rules for getting one, as well as their names, vary from state to state. Several states start all of their new teachers out on some type of temporary/provisional/probationary certificate. So, counting who has what type of teaching certificate is tenuous in the debate about who is qualified to teach and who is not).

The race and sex distribution of the NCEI sample is noticeably different than in the current teaching force. While only nine percent of the teaching force is minority, 15 percent of the NCEI sample represent minority groups. While only 30 percent of teachers are men, 45 percent of NCEI's sample are men.

Other characteristics of the NCEI sample:

- Half (50 percent) of the people who contacted NCEI about finding a teaching job were willing to teach in rural areas and nearly half (46 percent) were willing to teach in inner cities. This comes at a time when much is being made of the plight of inner city schools and of the teachers who teach in them. A recent survey by the American Association of Colleges for Teacher Education showed that only 18 percent of people enrolled in teacher education programs wanted to teach in urban areas, and most of those would prefer cities under 500,000. Less than 4 percent of the teacher education students indicated that they prefer a major urban area for their first teaching position. For the most part, teacher education students, according to the AACTE study wanted to stay close to home -- 75 percent of them would like to stay within 100 miles of their home community.

- 16 percent of the NCEI sample were willing to teach in any state in the nation. The most popular state was California, with 44 percent wanting to teach there.

- 95 percent of them said they wanted to teach in public schools; 61 percent in private/independent schools; and 34 percent in private/parochial schools.

• More than two-thirds (68 percent) of the NCEI sample said they wanted to teach at the secondary level; 44 percent at the elementary school level; 43 percent at the elementary level; and 37 percent said they wanted to teach at the postsecondary level.

• 35 percent said they applied to 15 or more places looking for a teaching job in 1987-88. Fifteen percent said they applied to only one place; 11 percent to two places; eight percent to three; five percent to four; and six percent said they applied to five places to find a teaching job last year.

TABLE 5. NUMBER OF PLACES NCEI SAMPLE APPLIED FOR TEACHING JOBS IN 1987-88

Number of Places Applied	ALL	Total	Got jobs in 1987-88	Got jobs teach- ing full-time, entire year in 1987-88	Did not get hired in 1987-88
Base:	1,054	901	569	329	333
	%	%	%	%	%
1	16	15	16	12	5
2	11	11	10	10	5
3	7	8	8	10	12
4	6	5	6	6	7
5	6	6	6	7	6
6	3	2	3	3	4
7	2	2	2	2	2
8	2	2	2	2	1
9	*	0	0	0	*
10	8	7	6	6	10
11	*	1	*	*	1
12	2	2	3	2	3
13	*	0	0	0	*
14	0	0	0	0	0
15+	34	35	36	37	40

TABLE 6. STATES PREFERRED TO TEACH IN

<u>State</u>	<u>Total</u>
Base:	901
	%
ALL OF THEM	16
Alabama	17
Alaska	23
Arizona	26
Arkansas	17
California	44
Colorado	33
Connecticut	29
Delaware	22
District of Columbia	26
Florida	32
Georgia	26
Hawaii	27
Idaho	21
Illinois	29
Indiana	23
Iowa	21
Kansas	19
Kentucky	22
Louisiana	19
Maine	24
Maryland	33
Massachusetts	29
Michigan	24
Minnesota	24
Mississippi	18
Missouri	22
Montana	22
Nebraska	19
Nevada	21
New Hampshire	24
New Jersey	28
New Mexico	24
New York	39
North Carolina	24
North Dakota	17
Ohio	25
Oklahoma	19
Oregon	26
Pennsylvania	28
Rhode Island	23
South Carolina	22
South Dakota	18
Tennessee	20
Texas	28
Utah	18
Vermont	24
Virginia	33
Washington	26
West Virginia	19
Wisconsin	22
Wyoming	21

TABLE 7. PROFILE OF TEACHER JOB SEEKERS AND PUBLIC SCHOOL TEACHERS

	NCEI SAMPLE OF EDUCATION JOB SEEKERS Sought K-12 Teaching Jobs					PUBLIC SCHOOL TEACHERS\1	
			Got jobs teach- ing full-time, entire year	Did not get hired		0-4 Yrs. Exper.	All
	ALL	Total in 1987-88	in 1987-88	in 1987-88			
Base:	1,054	901	569	329	333	124	1,144
	%	%	%	%	%	%	%
Age							
(Average in years)	39 yrs.	38 yrs.	38 yrs.	36 yrs.	39 yrs.	26 yrs. 33 yrs.	25 yrs. 41 yrs.
18-24	7	8	10	12	7	11	1
25-29	16	19	20	22	17	40	9
30-34	15	16	15	14	17	15	14
35-39	17	17	17	17	15	11	22
40-44	14	14	16	16	10	6	19
45-49	11	10	8	8	13	8	13
50-54	8	7	5	5	8	3	10
55-59	7	6	6	6	7	2	8
60-64	3	2	2	*	3	1	3
64+	1	1	.6	0	1.6	1.6	*
Sex							
Male	47	45	41	39	49	29	30
Female	53	55	59	61	51	71	70
Race							
American Indian	0.8	0.7	1.3	0.7	0.0	0.0	0.6
Asian	2.6	2.0	1.8	2.1	2.6	1.6	0.6
Black (non-Hispanic)	9.0	10.0	10.0	10.0	10.0	4.9	6.5
White (non-Hispanic)	84.7	85.0	85.2	82.9	84.2	90.1	90.8
Hispanic	3.2	3.1	2.9	3.2	3.0	3.2	2.1
Degrees Held							
Bachelor's in ed	40	46	50	52	43	82	74
Bachelor's other	48	48	44	40	53	22	24
Master's in ed	29	29	34	32	25	22	44
Master's other	27	22	18	17	21	6	12
Doctorate in ed	4	2	3	3	2	0	1
Doctorate other	7	4	3	3	1	1	1
Other	11	10	10	9	10	12	14
Grade Point Average	3.34	3.32	3.32	3.32	3.27		
Willing to Teach In Any State	16	16	13	12	19		
Teaching Certificate							
Regular	56	60	68	71	48		
Other	26	26	26	25	28		
None	18	14	6	4	24		

**NCEI SAMPLE OF EDUCATION JOB SEEKERS
Sought K-12 Teaching Jobs**

**PUBLIC SCHOOL
TEACHERS**

	ALL	Got jobs Total in 1987-88	Got jobs teach- ing full-time, entire year in 1987-88	Did not get hired in 1987-88	0-4 Yrs. Exper.	All
Base:	1,054	901	569	329	333	1,144
	%	%	%	%	%	%
<u>Type of Community</u>						
Inner city	48	46	46	36	42	29
Small town	75	77	74	20	76	38
Suburban	88	89	87	35	88	13
Rural	49	50	48	9	52	19
<u>Type of School</u>						
Public	94	95	94	72	95	
Private/Independent	63	61	56	12	64	
Private/Parochial	34	34	33	16	34	
<u>Grade Levels Taught</u>						
Kindergarten			23	20	13	9
1			27	23	18	16
2			27	22	20	16
3			27	23	22	18
4			27	22	22	19
5			26	21	27	21
6			29	23	22	19
7			31	24	30	24
8			35	28	32	23
9			40	37	21	24
10			41	37	20	24
11			41	37	18	25
12			40	35	18	25
<u>Subjects</u>						
	Sought to Teach		Taught		Sought to Teach	
All primary	19	23	26	32	21	40
Art/Music	11	11	10	7	11	16
Biological Sciences	12	12	11	7	13	6
Business	6	4	2	1	6	2
Computer Sciences	4	4	3	4	3	4
English/Language arts	26	27	29	23	23	20
Foreign Language	8	9	8	6	8	2
History	18	20	19	14	24	13
Math	14	14	13	13	14	21
Physical Education	6	6	7	6	5	7
Physical Sciences	4	5	4	2	6	14
Social Sciences	7	7	3	1	10	11
Special Education	7	7	9	10	6	17
Vocational Education	4	4	3	4	5	6
Other	9	7	8	5	7	16

\b Survey of 1,144 public school teachers conducted by the National Center for Education Information, February 7-April 15, 1986.

WHO IS BEING HIRED TO TEACH

The people being hired to teach today come from the same diverse groups represented by those applying for teaching jobs.

School districts report that they are hiring in the same proportions as their applicant pools represent. For example, if 50 percent of a district's applicants are new teacher graduates, 20 percent are former teachers, 20 percent are substitutes wanting to be full-time, 5 percent are mid-career changers and 5 percent are teachers moving from out-of-state, a district says it's new teacher hires represent about the same ratios.

Nearly two-thirds (63 percent) of the people in the NCEI sample who said they wanted to teach in elementary, junior high or secondary schools got hired in 1987-88. More than half (58 percent) of those said they got full-time teaching jobs for the entire school year. The other 42 percent were hired full-time for part of the year, part-time for the entire year, part-time for part of the year, as per-diem substitutes or in some other arrangement.

That translates into this fact: about one in three of the K-12 teacher job seekers in the NCEI sample got hired full-time for the entire school year.

NCEI's sample of teacher job seekers does not purport to be a sample of all teacher job seekers. It is not surprising that it represents "older" people who have more education and experience than the typical recent college graduate. The people who contacted NCEI about finding a teaching job by and large were not on college campuses where school districts go to find teachers. They responded to newspaper advertisements placed in the employment sections of an average of 10 newspapers for five consecutive Sundays, April 5 - May 3, 1987.

Despite the fact that NCEI's sample is not necessarily representative of all applicants for teaching jobs, it does reveal some important things about who is getting hired to teach and who is not.

The variable that seems to make the most difference in whether or not one got hired to teach was having or not having a teaching certificate. Only four percent of those who got hired full-time did not have any kind of teaching certificate already in hand, compared with 24 percent of those who did not get hired to teach at all, who did not have a teaching certificate. Seventy-one percent of those who were hired full-time already had a regular certificate. Forty-eight percent of those who did not get hired had regular teaching certificates.

Academic Background

The people in the NCEI sample who landed full-time teaching jobs in 1987-88 have more education than the current teaching force. Thirty-two percent of the NCEI "successful job seekers" have a master's degree in education, 17 percent have a master's in a field other than education, three percent have a doctorate in education and three percent have a doctorate in a field other than education. The corresponding statistics for the current teaching force are: master's in education -- 44 percent; other master's -- 12 percent; doctorate in education -- one percent; other doctorate -- one percent.

The average grade point average of persons in the NCEI sample who got full-time teaching jobs in 1987-88 is 3.32 -- the same as for all persons in the NCEI sample.

Age

Youth seems to have a slight edge in getting hired to teach, but districts are definitely hiring older people as new teachers.

More than a third (35 percent) of the NCEI sample who got hired as full-time teachers last year were 40 years or older. Forty percent of the entire sample who wanted K-12 teaching jobs were 40 years or older. The average age of the NCEI teacher job-seekers was 38 years and for those who got hired full-time, it was 36 years.

This contrasts with the average age at entry of teachers who had been teaching fewer than five years two years ago. In NCEI's survey of all teachers in the United States in spring 1986, the average age of all teachers with less than five year's experience was 33 years, and the average age when they took their first teaching job reported by this group was 26 years.

Slightly more than half (51 percent) of teachers with fewer than five years' experience were less than 30 years old, 26 percent were in their thirties, 14 percent were in their forties, five percent in their fifties and nearly three percent in their sixties. In NCEI's sample of persons who got hired to teach full-time last year, 31 percent were in their twenties, 32 percent were in their thirties, 24 percent in their forties, 12 percent in their fifties and one percent in their sixties.

Clearly, one reason the teaching force is getting older is because people are entering the profession at older ages. There also seems to be some evidence that older people do have greater difficulty getting hired than do younger people. This could translate into an economic issue, since younger people tend to have less education and experience and are, therefore, cheaper. School districts are reluctant to say whether or not they hire on the basis of cost.

Sex

A greater proportion of women in the NCEI sample got hired than did men (67 percent, compared with 60 percent), but this may be due to the facts that a higher proportion of the women held teaching certificates (64 percent) than did the men (55 percent) and more women than men wanted to teach elementary school (59 percent women, compared with 27 percent of the men), and a greater proportion of those who were hired in 1987-88 were elementary school teachers.

Seventy percent of the current public school teaching force are women. At the elementary school level, 76 percent are women, and at the secondary level, 51 percent are women.

Race

The recent emphasis on recruiting minorities into teaching seems to be having some effect. While nine percent of the current teaching force is minority, 15 percent of the NCEI sample of teacher job seekers is minority, and 17 percent of those who got hired full-time in 1987-88 were minority.

Six percent of the entire teaching force is black. Yet, 10 percent of those in the NCEI sample who were hired last year were black -- the same as the percentage of all those seeking jobs in the NCEI sample.

In addition, a third of the 90,000 people who have responded to television, radio, newspaper and magazine advertisements between April and August 1988 placed by Recruiting Young Teachers Inc. in conjunction with the Ad Council are minority, according to RYT's founder, Rick Belding, in Princeton, New Jersey.

Subject Areas

Due to the recent debate about teacher shortages in certain subject areas, we looked at the sample of NCEI job seekers by area they wanted to teach to see if people in "shortage areas", such as math and science, got hired at any higher rates than those in other fields. We also wanted to see if more people are applying for teaching positions in these areas.

The proportion of people in the NCEI sample who wanted to teach math and who wanted to teach biological or physical sciences who got hired in 1987-88 is about what it was for teacher job seekers in the sample overall -- 63 percent. However, considering that most people looking for teaching jobs in these areas are also seeking jobs at the secondary level, the picture changes a bit. While 59 percent of all persons who wanted to teach at the secondary level were hired, 63 percent of the people who wanted to teach math, and 62 percent of those who wanted to teach biological or physical sciences were hired.

A comparison between the break-down of NCEI hirees by subject area and the current teaching force by subject area shows some interesting things:

A third (33 percent) of teachers surveyed in 1986 said they taught all primary subjects. About a third (35 percent) of the NCEI sample who got hired last year to teach full-time said they taught all primary subjects. Twenty-two percent of the teachers said they taught English/Language Arts, and 22 percent of full-time NCEI hirees said they got hired to teach English/Language Arts. While three percent of the teachers reported teaching a foreign language, six percent in the NCEI sample said they taught a foreign language last year. Thirteen percent of NCEI full-time hirees in 1987-88 taught math, compared with 18 percent of all teachers in 1986.

TABLE 8. NCEI SAMPLE OF TEACHER JOB SEEKERS BY SELECT SUBJECT AREAS

	Biological or Physical Sciences	Math	History	English	All K-12 Teachers	Elem.	Sec.
Base:	118	112	164	215	901	396	613
	%	%	%	%	%	%	%
<u>Hired in '87-88</u>	62	63	55	67	63	66	59
<u>Hired full-time, entire year</u>	28	39	30	39	36	42	30
<u>Teaching Certificate</u>							
Regular	50	48	55	58	59	64	57
Other	30	29	26	28	27	27	26
None	20	23	19	13	14	9	17
<u>Master's Degree or More</u>	60	55	57	64	57	48	57
<u>Grade Point Average</u>	3.21	3.27	3.32	3.38	3.32	3.38	3.34
<u>Average Age</u>	37 yrs.	39 yrs.	39 yrs.	39 yrs.	38 yrs.	47 yrs.	40 yrs.
<u>Sex</u>							
Male	59	59	64	35	44	27	56
Female	41	41	36	65	56	73	44

TABLE 9. NCEI SAMPLE BY TYPE OF TEACHING CERTIFICATE HELD

	<u>Regular</u>	<u>Other</u>	<u>None</u>
	%	%	%
<u>All K-12 Teacher Job Seekers</u>	60	26	14
<u>Average age</u>	38 years	38 years	38 years
<u>Sex</u>			
Male	40	48	53
Female	60	52	47
<u>Degrees Held</u>			
Bachelor's in education	57	40	12
Bachelor's in other field	40	54	17
Master's in education	37	24	9
Master's in other field	18	25	31
Doctorate in education	3	1	2
Doctorate in other field	3	2	5
Other	9	11	14
<u>Grade Point Average</u>	3.34	3.32	3.25
<u>Grade Levels Sought to Teach</u>			
Elementary	47	45	31
Junior High	46	39	31
Secondary	64	65	81
<u>Hired in '87-88</u>	68	26	6
<u>Hired full-time, entire year</u>	71	25	4
<u>Did not get hired to teach in '87-88</u>	48	28	24

TABLE 10. NCEI SAMPLE OF TEACHER JOB SEEKERS BY AGE

	<25	25-29	30-34	35-39	40-44	45-54	55+
Base:	67	148	125	136	112	139	74
	%	%	%	%	%	%	%
<u>Hired in '87-88</u>	67	64	58	67	73	55	55
<u>Hired full-time, entire year</u>	34	27	20	24	30	15	13
<u>Teaching Certificates</u>							
Regular	67	58	49	59	68	59	61
Other	26	24	32	25	25	25	26
None	7	18	17	16	7	16	11
<u>Sex</u>							
Male	10	38	38	55	44	57	58
Female	90	62	62	45	56	43	42
<u>Race</u>							
American Indian	1.4	1.3	0.8	0.0	0.8	0.7	0.0
Asian	0.0	0.6	0.8	3.7	1.7	3.6	2.7
Black (non-Hispanic)	4.4	8.9	12.0	13.4	10.7	8.0	8.1
White (non-Hispanic)	94.0	84.9	83.0	81.3	80.3	84.6	87.8
Hispanic	0.0	4.1	3.2	1.4	6.2	2.9	1.3
<u>Grade Point Average</u>	3.27	3.27	3.34	3.30	3.32	3.32	3.33
<u>Degrees Held</u>							
Bachelor's in education	68	47	42	46	37	38	49
Bachelor's in other field	40	54	47	50	51	46	43
Master's in education	4	12	30	29	37	40	47
Master's in other field	0	7	23	29	26	29	38
Doctorate in education	0	0	1	2	7	3	5
Doctorate in other field	0	*	0	2	8	7	8
Other	6	5	10	12	13	9	19
<u>Levels to Teach</u>							
Elementary	62	44	44	45	43	36	40
Junior High	40	45	41	41	44	39	46
Secondary	48	60	67	72	67	76	74
<u>Type of Community</u>							
Inner city	33	44	46	48	44	50	47
Small town	70	72	73	69	80	83	75
Suburban	92	88	84	92	86	87	85
Rural	49	48	44	45	54	53	55
<u>Willing to Teach</u>							
In Any State	3	22	13	13	17	19	14
<u>Full-time, Entire Year</u>	75	65	59	54	57	51	41
<u>Full-time, Part of Year</u>	13	8	9	7	16	12	2
<u>Part-time, Entire Year</u>	4	7	12	16	7	5	7
<u>Part-time, Part of Year</u>	0	6	9	5	8	5	7
<u>Per diem Substitute</u>	6	10	7	15	10	20	39
<u>Other</u>	0	2	3	1	1	6	2

TABLE 11. NCEI SAMPLE OF TEACHER JOB SEEKERS BY SEX

Base:	Men 405	Women 496		
<u>Average Age</u>	41 years %	36 years %		
<u>Grade Levels Sought to Teach</u>				
Elementary	27	59		
Junior High	47	40		
Secondary	87	53		
<u>Type of Community</u>				
Inner city	49	44		
Small town	78	75		
Suburban	90	88		
Rural	52	49		
<u>Willing to teach In all states</u>	23	10		
<u>Subjects</u>		% Hired	% Hired	
All primary	8	15	35	42
Art/Music	9	8	12	9
Biological Sciences	16	11	9	5
Business	6	5	3	4
Computer Sciences	5	4	2	4
English/Language arts	21	22	31	22
Foreign Language	7	5	10	8
History	30	22	13	7
Math	19	15	10	11
Physical Education	10	11	4	3
Physical Sciences	7	5	3	3
Social Sciences	7	2	4	*
Special Education	6	7	9	7
Vocational Education	5	5	3	3
Other	9	6	5	5
<u>Hired in '87-88</u>	60	67		
<u>Hired full-time, entire year</u>	52 (31% of all Male)	61 (40% of all female)		
<u>Levels Taught</u>				
Kindergarten	9	27		
1	13	31		
2	13	30		
3	16	29		
4	18	25		
5	18	25		
6	23	25		
7	32	23		
8	33	28		
9	46	24		
10	46	25		
11	46	25		
12	46	25		
13+	20	12		
<u>Teaching Certificate</u>				
Regular	55	64		
None	17	12		

WHO DID NOT GET HIRED TO TEACH

As noted previously, the variable that seems to make the most difference, between those in the NCEI sample who got hired to teach and those who didn't, is whether or not one holds a teaching certificate. Demographic characteristics, where one wants to teach, what subjects, what grade levels, and academic background were not determining factors -- at least in the NCEI sample.

Ninety-six percent of those in the NCEI sample who got hired full-time already had a teaching certificate. This compares with 85 percent of those who actually applied for a teaching position who did not get hired and 37 percent of those in the NCEI sample who did not even apply.

Reasons Given by Those Who Did Not Get Hired or Didn't Even Look

NCEI asked those in its sample who did not find teaching jobs in 1987-88 why. It turns out that four out of ten (41 percent) of the 37 percent who inquired in spring 1987 about finding a teaching job wound up not even applying anywhere. We asked them why.

An analysis of these two groups of people who had expressed interest in teaching but didn't teach by whether or not they applied for a teaching job reveals some interesting findings:

- The reason cited most frequently by those who actually applied for a position but did not get hired was that there were too many applicants for available positions or there were no vacancies where they wanted to teach (68 percent).

- The reason given most often by those who did not even apply was that the system was too cumbersome; it was too much trouble to find out what the requirements were or too much trouble to find out where available positions were (55 percent). This reason was also the one mentioned second most frequently by those who applied but did not get hired (45 percent).

- The second most frequently given reason for not even applying for a teaching job given by those who didn't was that it was not the right time to make a career move (42 percent). About a third cited certification problems (35 percent) and that the salary was too low (32 percent).

- Approximately a fifth of those who did apply and didn't get hired gave problems with getting certified (21 percent) and low salary (22 percent) as reasons for not getting hired.

• Nearly one in five (19 percent) of those who did apply for a position in 1987-88 but did not get hired said they felt the reason was they were too old or had too much experience. The average age for this group was 38 years -- the same as for all persons in the NCEI sample. FOOT NOTE: Hundreds of respondents wrote comments on their completed questionnaires or included letters. There is no question that there are numerous well-educated adults eager to teach in this country. Many are frustrated by a system that appears to "lock them out," "hire from within" and generally treat them rudely. Others are angry because they believed there was a shortage of teachers and studied to be teachers only to discover they can't find a job.

TABLE 12. PERSONS IN NCEI SAMPLE WHO DID NOT TEACH IN 1987-88

	Those Who Applied But Didn't Get Hired	Those Who Did Not Even Apply
Base:	196	137
	%	%
<u>Reasons Given for Not Finding a Teaching Job Or For Not Even Looking</u>		
No vacancies where I wanted to teach/ Too many applicants for available positions	68	32
System too cumbersome/Too much trouble to find out where jobs were--what the requirements were	45	55
Not certified in field/Did not want to go back to college to take requisite courses to meet requirements for teaching credentials/ Did not have money (or time) to go back to college	21	35
Salary too low	22	32
It was not the right time to make a career move	8	42
Too much experience/Too old	19	4
Too little experience	9	0
Other	12	20
<u>Average age</u>	38 years	39 years
<u>Sex</u>		
Male	45	55
Female	55	45
<u>Teaching Certificate</u>		
Regular	55	38
Other	30	25
None	15	37
<u>Master's Degree or More</u>	44	56
<u>Grade Point Average</u>	3.23	3.33

WILL THERE BE A TEACHER SHORTAGE?

The likelihood is slim that the United States will have a shortage of qualified people to teach its children in the foreseeable future, for the following reasons:

- The population of this country is radically different today than when there really was a shortage of teachers, in the sixties. Population projections by the U.S. Bureau of the Census show slower growth and a dramatic shift to older Americans. In the next 25 years, the U.S. population is expected to grow at just a little over half the rate it grew in the last 25 years. The proportion of the population that is under 18 years has fallen from a high of 36 percent in 1960 to a current 26 percent and is expected to continue downward to about one-fifth of the total U.S. population 25 years from now.

- In 1970, the population of school-aged children (5 to 17 years) was the highest it has ever been in this country -- and ever will be if projections by the Census Bureau hold up. Consequently, when elementary and secondary school enrollments were the highest they have ever been or will be, there were 4-million more children of school age than there were adults between 25 and 44 years old. Today, there are 31 million more adults in this age category than children of school age, and there will be 36 million more in 1990.

- America's adult population is increasingly more educated. About 1.3 million new college degrees are granted each year. One in five of the 150 million adults 25 and over have four or more years of college, compared with one in ten of the 110 million in 1970. According to the U.S. Bureau of Labor Statistics, approximately one-fourth of the 27 million college graduates in the labor force are in jobs that do not require a college degree.

- Children of elementary school age (5 to 13 years) reached a high of 37 million in 1970, dropped to 30 million in 1983, are now at 32 million and are expected to peak at 34 million in 1995, start falling and then fluctuate between 32 and 34 million during most of the 21st century.

- The high school age group (14 to 17 years) has decreased steadily in size from a high of 17 million in the late 1970's, to the current 15 million, and is expected to continue downward to about 13 million by 1990, then rise slowly and level off around 15 million at the turn of the century.

- Teaching is becoming an increasingly attractive occupation. The average salary for teachers on a 9-10-month contract in 1987-88 was \$28,085 -- 62 percent higher than in 1980-81, according to the American Federation of Teachers. The average beginning salary for teachers with a bachelor's degree and no experience in 1987-88 reported by 69 school districts in the NCEI

sample was \$18,724 -- about the same as that reported by the AFT (\$18,557). Pay raises for teachers have been either double or triple the rate of inflation in each of the last seven years. It is true that teachers, on the average, do not earn as much as lawyers, physicians, engineers and accountants, but they do earn more than college graduates generally, who work full-time, year-round. Besides, the number of lawyers, physicians, engineers and accountants in the United States is 2.4 million -- which is about the total number of public and private elementary and secondary school teachers. In addition, on the economic front, it is worth remembering that only four percent of all workers in America make \$50,000 a year or more, and only 12 percent of college graduates do.

- State departments of education and colleges of education are responding to demands created by new markets of people expressing interest in teaching by adapting their training and certification requirements or creating new training and certification programs for people who already have at least one college degree. At the beginning of this decade, about the only way one could become "qualified" to teach was to take a several of prescribed education courses on a college campus that had an "approved program". In 1984, eight states had an alternative route for certifying already-degreed people wanting to teach. Now, 23 states report they have an "alternate route" for teacher certification. However, this is a tricky area. Regardless of what they call it, every state now has some means of certifying people who already have a college degree in a subject area and want to get certified to teach.

- Finally, despite widespread hand-wringing about the condition of teaching in this country, the facts are: current teachers are staying, despite predictions they would leave in growing numbers; former teachers who left to have babies and raise their families, get other jobs or whatever, are returning to teaching in record numbers; people who trained to teach during the period when enrollments fell 15 percent (from 1970 to 1983) and couldn't find teaching jobs are turning back to teaching; people in other careers and early retirees are expressing interest in teaching the nation's youth.

The nation has probably never been in a better position to fill all of its teaching positions with highly qualified people.

TABLE 13.

TOTAL U.S. POPULATION BY AGE GROUP: 1960 TO 2050

ALL RACES

(In thousands. Includes Armed Forces Overseas)

Year	Total U.S. Population	5-17 years	%	<18 years	%	18-24 years	%	25-44 years	%	45-64 years	%	65+ years	%
1960	180,671	44,184	24.4%	64,525	35.7%	16,128	8.9%	47,140	26.1%	36,203	20.0%	16,675	9.2%
1970	205,052	52,596	25.6%	69,762	34.0%	24,711	12.0%	48,474	23.6%	41,998	20.5%	20,107	9.8%
1980	227,738	47,223	20.8%	63,687	28.0%	30,345	13.3%	63,488	27.6%	44,510	19.5%	25,709	11.5%
1985	239,283	44,975	18.8%	62,992	26.3%	28,749	12.0%	74,076	30.9%	44,931	18.7%	28,536	12.0%
1986	241,596	45,143	18.7%	63,271	26.2%	27,973	11.6%	76,127	31.6%	45,052	18.7%	29,173	12.1%
1987	243,915	45,291	18.6%	63,543	26.0%	27,337	11.2%	77,897	31.9%	45,303	18.6%	29,836	12.2%
PROJECTED													
1990	249,657	45,139	18.1%	64,337	25.8%	25,794	10.3%	81,376	32.6%	46,453	18.6%	31,697	12.7%
2000	267,955	49,764	18.6%	67,390	25.1%	24,601	9.2%	80,158	29.9%	60,885	22.7%	34,921	13.0%
2010	283,238	46,870	16.5%	64,844	22.9%	27,655	9.8%	73,750	26.0%	77,794	27.5%	39,195	13.8%
2050*	309,488	47,183	15.2%	64,846	21.0%	25,683	8.3%	77,227	25.0%	74,319	24.0%	67,411	21.8%

SOURCE: Compiled by the National Center for Education Information. Basic data from the U.S. Bureau of the Census.

* In the Census Bureau's middle series projections, the rate of growth of the U.S. population during the 1980's would be less than in any previous decade except the 1930's. After 1995, the population grows more slowly than ever before. After 2050, the rate of growth would be virtually zero.

TABLE 14.

AVERAGE TEACHER SALARIES FOR 1980-81, AND 1987-88

State	Average Salary		Rank		Percent of U.S. Average		Change 1980-81 to 1987-88
	1980-81	1987-88	1980-81	1987-88	1980-81	1987-88	1987-88
Alabama	\$15,150	\$23,201	36	41	87%	83%	53.1%
Alaska	29,000	40,510	1	1	167%	144%	39.7%
Arizona	17,359	27,388	21	24	100%	98%	57.8%
Arkansas	13,270	20,340	49	50	76%	72%	53.3%
California	19,648	33,200	9	6	113%	118%	69.0%
Colorado	17,734	28,651	16	16	102%	102%	61.6%
Connecticut	17,440	33,776	20	5	100%	120%	93.7%
Delaware	18,625	29,573	12	13	107%	105%	58.8%
D.C.	22,823	34,705	2	2	131%	124%	52.1%
Florida	15,404	25,198	34	28	89%	90%	63.6%
Georgia	15,444	25,736	32	26	89%	92%	66.6%
Hawaii	20,993	28,445	5	17	121%	101%	35.5%
Idaho	15,146	22,242	37	45	87%	79%	46.9%
Illinois	19,518	29,716	10	12	112%	106%	52.2%
Indiana	16,878	27,067	24	25	97%	96%	60.4%
Iowa	16,150	24,867	27	30	93%	89%	54.0%
Kansas	15,250	24,647	35	33	88%	88%	61.6%
Kentucky	15,580	24,274	31	36	90%	86%	55.8%
Louisiana	14,900	21,209	39	48	86%	76%	42.3%
Maine	13,994	23,425	47	40	81%	83%	67.4%
Maryland	19,286	30,933	11	8	111%	110%	60.4%
Massachusetts	18,288	30,800	15	9	105%	110%	68.4%
Michigan	21,057	34,050	4	4	121%	121%	61.7%
Minnesota	17,182	29,756	22	11	99%	108%	73.2%
Mississippi	13,000	20,750	51	49	75%	74%	59.6%
Missouri	15,422	24,704	33	32	89%	88%	60.2%
Montana	15,967	23,774	28	39	92%	85%	48.9%
Nebraska	14,675	22,995	41	43	85%	82%	56.7%
Nevada	17,700	27,599	17	22	102%	98%	55.9%
New Hampshire	14,109	24,019	44	38	81%	86%	70.2%
New Jersey	18,300	30,788	14	10	105%	110%	68.2%
New Mexico	16,944	24,523	23	34	98%	87%	44.7%
New York	21,316	34,300	3	3	123%	122%	60.9%
North Carolina	15,858	25,073	29	29	91%	89%	58.1%
North Dakota	14,881	21,660	40	47	86%	77%	45.6%
Ohio	16,200	27,606	26	21	93%	98%	70.4%
Oklahoma	14,640	23,100	43	42	84%	82%	57.8%
Oregon	18,500	28,080	13	18	107%	100%	51.8%
Pennsylvania	17,690	29,177	18	15	102%	104%	64.9%
Rhode Island	19,803	32,858	8	7	114%	117%	65.9%
South Carolina	14,108	24,241	45	37	81%	86%	71.8%
South Dakota	13,636	19,758	48	51	79%	70%	44.9%
Tennessee	14,073	24,748	46	31	81%	88%	75.9%
Texas	15,715	25,387	30	27	91%	90%	61.5%
Utah	16,612	22,783	25	44	96%	81%	37.1%
Vermont	13,235	24,507	50	35	76%	87%	85.2%
Virginia	14,649	27,436	42	23	84%	98%	87.3%
Washington	20,702	27,960	6	19	119%	100%	35.1%
West Virginia	14,948	21,736	38	46	86%	77%	45.4%
Wisconsin	17,600	29,206	19	14	101%	104%	65.9%
Wyoming	20,438	27,926	7	20	118%	99%	36.6%
U.S. Average	\$17,364	\$28,085			100%	100%	61.7%

TABLE 15.

ACTUAL AVERAGE BEGINNING BA TEACHER SALARY, 1986-87 AND 1987-88

State	Beginning Salary 1987-88	Average Salary 1987-88	Beginning/ Average Salary	Beginning Salary 1986-87*	Increase in: Beginning Average Salary Salary	
Alabama	\$18,200 b	\$23,201 a	78.4%	\$18,200 b	0.0%	-1.3%
Alaska	26,880	40,510	66.4%	26,000 b	3.4%	-3.7%
Arizona	19,300 b	27,388	70.5%	18,000 b	7.2%	5.5%
Arkansas	15,996	20,340	78.6%	15,891	0.7%	2.2%
California	21,900 a	33,200 a	66.0%	20,780	5.4%	6.2%
Colorado	16,813	28,651	58.7%	16,090	4.5%	4.6%
Connecticut	20,703	33,776	61.3%	19,369	6.9%	15.8%
Delaware	19,100 b	29,573	64.6%	17,758	7.6%	7.7%
D.C.	19,116	34,705	55.1%	18,879	1.3%	2.7%
Florida	19,500 b	25,198	77.4%	18,173	7.3%	5.7%
Georgia	19,400 b	25,736	75.4%	18,600 b	4.3%	4.5%
Hawaii	18,698	28,445	65.7%	17,607	6.2%	9.0%
Idaho	14,793	22,242	66.5%	14,246	3.8%	3.6%
Illinois	17,804 a	29,716 a	59.9%	16,972	4.9%	5.3%
Indiana	17,300 b	27,067 a	63.9%	16,254	6.4%	5.7%
Iowa	18,721	24,867	75.3%	15,428	21.3%	10.0%
Kansas	17,377	24,647	70.5%	16,371	6.1%	5.1%
Kentucky	16,150	24,274	66.5%	15,250	5.9%	8.0%
Louisiana	14,966 a	21,209	70.6%	14,966	0.0%	0.1%
Maine	15,863	23,425	67.7%	14,229	11.5%	10.2%
Maryland	19,478	30,933	63.0%	17,140	13.6%	7.1%
Massachusetts	18,800 b	30,800 b	61.0%	17,600 b	6.8%	6.5%
Michigan	20,100 b	34,050 b	59.0%	18,700 b	7.5%	8.0%
Minnesota	19,625 a	29,756 a	66.0%	18,687	5.0%	5.0%
Mississippi	16,600 b	20,750 a	80.0%	15,400 b	7.8%	6.7%
Missouri	17,717	24,704	71.7%	16,777	5.6%	5.4%
Montana	na	23,774	na	na	na	1.9%
Nebraska	15,595	22,995 b	67.8%	15,116	3.2%	5.5%
Nevada	18,523	27,599	67.1%	17,660	4.9%	2.4%
New Hampshire	17,300 b	24,019	72.0%	15,500 b	11.6%	9.8%
New Jersey	20,500 b	30,788 a	66.6%	19,300 b	6.2%	7.2%
New Mexico	17,897	24,523 a	73.0%	18,153	-1.4%	1.5%
New York	20,650 a	34,300 a	60.2%	19,669	5.0%	7.2%
North Carolina	17,600 b	25,073 ac	70.2%	16,700	5.4%	5.5%
North Dakota	15,218	21,660	70.3%	15,082	0.9%	1.8%
Ohio	16,374	27,606	59.3%	15,765	3.9%	5.0%
Oklahoma	16,432	23,100 a	71.1%	16,409	0.1%	2.4%
Oregon	18,022	28,080	64.2%	17,367	3.8%	5.2%
Pennsylvania	18,400 b	29,177	63.1%	17,100 b	7.6%	6.4%
Rhode Island	17,302	32,858 a	52.7%	16,400	5.5%	5.7%
South Carolina	17,609 a	24,241	72.6%	16,948	3.9%	4.5%
South Dakota	15,020	19,758	76.0%	13,870	8.3%	5.2%
Tennessee	16,970 a	24,748	68.6%	16,086	5.5%	5.2%
Texas	18,800 b	25,387 b	74.1%	18,281	2.8%	2.0%
Utah	15,266	22,783 a	67.0%	15,311	-0.3%	-1.1%
Vermont	14,966	24,507	61.1%	13,877	7.8%	6.1%
Virginia	18,439	27,436 a	67.2%	16,781	9.9%	9.6%
Washington	17,905	27,960 a	64.0%	17,334	3.3%	2.5%
West Virginia	15,055 b	21,736	69.3%	15,055 b	0.0%	1.4%
Wisconsin	18,332	29,206	62.8%	17,362	5.6%	5.0%
Wyoming	19,000 b	27,926	68.0%	18,679	1.7%	-1.1%
Weighted Average	\$18,557	\$28,085	66.1%	\$17,604	5.4%	5.5%
Guam	19,217	27,713	69.3%	19,217	0.0%	6.1%
Puerto Rico	8,600	11,700	73.5%	7,600	13.2%	6.4%
Virgin Islands	15,722	18,682	84.2%	15,722	0.0%	0.0%

a=preliminary or estimate; b=AFT estimate; c=median

TABLE 16. STATUS OF STATES CONCERNING ALTERNATIVES TO APPROVED COLLEGE TEACHER EDUCATION PROGRAMS FOR CERTIFYING TEACHERS: 1988

States	Considering Alternatives	Proposed Alternatives	Implementing Alternatives	Not Even	# Teachers Certif.		
				Considering Alternatives	Alternate Routes		
					1985-86	1986-87	1987-88
Alabama			X		—	—	74
Alaska	X				00	00	starting '88-89
Arizona			X		—	—	
Arkansas		X			—	—	—
California			X		200	200	200
Colorado	X				—	—	—
Connecticut			X		—	—	starting '88-89
Delaware			X		—	—	10
District of Columbia		X			—	—	—
Florida			X		0	5	5
Georgia			X		0	N/A	N/A
Hawaii			X		15	15	12
Idaho	X				—	—	—
Illinois				X	—	—	—
Indiana	X				—	—	—
Iowa				X	—	—	—
Kansas				X	—	—	—
Kentucky	X				—	—	—
Louisiana		X			—	—	—
Maine			X		307	355	308
Maryland				X*	—	—	—
Massachusetts			X		—	—	1**
Michigan				X	—	—	—
Minnesota				X	—	—	—
Mississippi			X		0	140	135
Missouri	X				—	—	—
Montana			X		300	300	300
Nebraska				X	—	—	—
Nevada				X	—	—	—
New Hampshire			X		200	225	225
New Jersey			X		198	303	334
New Mexico			X		N/A	N/A	150
New York			X		N/A	N/A	N/A***
North Carolina			X		240	260	300
North Dakota				X	—	—	—
Ohio	X*				—	—	—
Oklahoma			X		N/A	N/A	30
Oregon			X		—	0	0
Pennsylvania		X			—	—	—
Rhode Island				X	—	—	—
South Carolina			X		135	60	35
South Dakota	X				—	—	—
Tennessee	X				—	—	—
Texas			X		—	205	250
Utah	X				—	—	—
Vermont				X	15	15	15
Virginia			X		N/A	N/A	40
Washington	X				—	—	—
West Virginia			X		—	—	5
Wisconsin				X	—	—	—
Wyoming	X				—	—	—

* Maryland has an alternative preparation program for mid-career changers, retirees and others but notes that it is not an alternative to the present credentialling process. Ohio has individualized programs.

** Massachusetts started a Revie Panel process in Spring 1988 and has certified one superintendent. The state also has an "apprentice teacher program" which has about 100 people in it.

***New York says it has had an alternate route for certifying teachers since 1933, and has certified 11,027 teachers through it since then.

TABLE 17. NUMBERS OF TEACHING CERTIFICATES ISSUED BY STATES IN 1987, BY TYPE OF CERTIFICATE

State	Regular	Provisional	Temporary	Emergency	Other
Alabama	19,017	121	164	6	208 Non-professional Day-Trade Certif.
Alaska	5,540	-----	1,725	-----	
Arizona	N/A	N/A	N/A	N/A	N/A
Arkansas	N/A	N/A	N/A	N/A	N/A
California	22,534	18,497	--	10,991*	16,991**
Colorado	11,380 Teach, Admin. Special Serv.	4,405	460	1,710 Letter of Authorization	--
Connecticut	4,000 Standard	5,000	50	--	--
Delaware	1,851	75	--	28	--
D.C.	989	2,851	N/A	N/A	1,893**
Florida	30,000	0	22,000	0	25,000 Substitute
Georgia	24,376	1,201	--	419	2,372 Probationary
Hawaii					2,847 Total certified, no breakdown
Idaho	5,432	0	0	29(?)	--
Illinois	-----		25,000	-----	
Indiana	12,952	Don't have	Don't have	750	12,256 Substitute
Iowa	11,500	N/A	N/A	N/A	--
Kansas	New 3,657 Renew 8,555	884	0	0	0
Kentucky		6,000 New applicants Base Certif. is provisional	N/A	150 Sub- Standard	6,000 Emergency Sub <col. degree
Louisiana	2,526	N/A	3,682	-- N/A	70 permits
Maine	1,112	5,279	821	--	--

State	Regular	Provisional	Temporary	Emergency	Other
Maryland	13,796 Rep. standard, Adv, 1-yr. certif. endorsements & modif.	828	--	--	--
Massachusetts	7,280	N/A	N/A	--	--
Michigan	Reg. provisional Provisional renewal	6,315 3,325	Continuing Permits (full year) Continuing (30 hour) Reinstatement	2,089 402 1,368 1,016	
Minnesota	~6,000	--	--	100	--
Mississippi	~2,107 Initial only	135	N/A	~1,041	N/A
Missouri	~18,000	~3,000	N/A	N/A	N/A
Montana	5,125	~300	0	0	
Nebraska	2,882	61	N/A	5	111 Substitute
Nevada	N/A	-----	-----	-----	-----
New Hampshire	--	--	--	200 Letter of Permission	1,000 Begin educator 5,000 Exp. educator
New Jersey	13,226	449 (alternate route)	0		2,057 (Voc., special ed, bilingual), ESL
New Mexico	6,596	564	--	--	--
New York	13,392 Permanent	21,809	1,121	--	-- Period: 1/1/87-12/31/87
North Carolina	5,000	300			
North Dakota	1,243 5-yr. renewal	2,334	--	--	--
Ohio	95,000	--	3,000	--	--
Oklahoma	N/A	N/A	N/A	N/A	N/A
Oregon	12,605	19	80	133	111 Restricted 1,070 Substitute 58 Vocational
Pennsylvania	N/A	N/A	N/A	N/A	N/A

State	Regular	Provisional	Temporary	Emergency	Other
Rhode Island		2,791 This is full Certification	—	46	—
South Carolina	2,739	N/A	661	N/A	943
South Dakota	700	500	15	350	1,080 Renewals
Tennessee	Data available in October				
Utah	4,500	300			200
Vermont	3,700	N/A	N/A	N/A	—
Virginia					
Washington	6,325	2,930	1,125	71	398
West Virginia	759	1,629	96	514	—
Wisconsin	14,761	1,082 1-year	—	1,606	—
Wyoming	3,454	—	141	—	5 Exception